



Instructional Technology Newsline

Department of Elementary and Secondary Education

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Tech Literacy – what is it and how should it be assessed?

In recent weeks, Instructional Technology has received a spate of phone calls and emails about tech literacy requirements under the No Child Left Behind Act (NCLB). While tech literacy seems to be the hot topic, Title II.D has two major goals for which states must provide data. These include schools having technology integrated into core curricula as well as students being technologically literate by the end of eighth grade. The U.S. Department of Education (ED) recently shared a draft copy of the Consolidated State Performance Report: Parts I and II, which was provided to alert States to the proposed reporting requirements for school year 2003-2004. Embedded in the draft are the data requirements for the Title II.D Program – in Part II that is due April 15, 2005.

Missouri educators are not alone in asking questions about literacy, as educators across the nation must address the same ed tech goals and ED has not established standards. ED, as indicated in the draft, leaves definitions and data collecting and reporting up to each state in order to be flexible in allowing states to establish their own definitions and standards and because they haven't the authority to mandate particular standards or measures. The same can also be said of DESE. While the Missouri Educational Technology Strategic Plan called for DESE to adapt, adopt, or develop tools by January 2004 that would assist schools to integrate technology into curriculum and instructional practices and measure and report on the technology skill levels of school administrators, teachers, and students, those particular action plans are not yet completed. With that said, however, there has been a lot of activity toward meeting the objectives.

In fall of 2003, in preparation of the Title II.D reporting requirements, "Missouri definitions" for curriculum integration and technology literacy were established and the 2004 Census of Technology (COT) was updated accordingly. The definitions and COT items align with national standards and are based on the Missouri School Improvement Program and the eMINTS instructional model. The definitions can be found in the 2004 COT Manual and in the draft 2005 draft materials posted on the IT web site.

While the state will rely on COT data to report to ED, districts have flexibility in determining the measures or tools used to respond to the COT items. In working with educators from across the state, the Missouri Educational Technology Professionals Association, and State Educational Technology Directors Association (SETDA), we know that schools are using a variety of tools, or in some cases none at all, and are looking for guidance on which tools are most appropriate. Described below are activities and measures developing at the national level. IT staff and others in the state are monitoring these activities and participating where possible.

The SETDA data collection committee convened a common data elements sub-committee two years ago to identify and reach consensus on key ed tech issues, terms, and data elements – not an easy task as states differ in their identification and coverage of technology in their curriculum standards, some states are unable to collect technology-related data, and states that are able to collect technology data vary in how the data are collected and the focus and breadth of the items that are measured. Developed in conjunction with the Metiri Group and support from ED, SETDA announced completion of the "Profiling Educational Technology Integration (PETI): Resources for Assessing Readiness and Use" in April. PETI is a free online resource that includes a framework for assessing educational technology, a matrix that links PETI indicators and questions to NCLB goals, the suite of tools for assessing technology at the district, school, and classroom levels, methodologies and protocols, sample reports, and a corporate matrix that lists organizations and corporations that provided information on how they could implement PETI.

The PETI assessment tools can help schools examine technology readiness and use, but they do not assess student tech literacy. Activity toward that goal is well underway with guidance from the International Society for Technology in Education (ISTE), the Partnership for 21st Century Schools, and other key organizations. As noted in the July Newsline, ISTE, in partnership with Microsoft, has online tools aligned with the National Educational Technology Standards for Students (NETS•S) that can help teachers test middle schoolers' technology literacy skills using Microsoft® Word, Excel, PowerPoint®, Internet Explorer, Outlook®, Access and FrontPage® applications. On August 24, ISTE (with ICDL and Vantage) hosted a web cast to discuss the development of a "High Stakes Assessment Tool" geared towards the 8th grade technology literacy requirements. The goal is to

create scalable tools that assess technology in educational context, and that would be developed and piloted this year and available in 2006.

Look for Newslines to keep you updated on these and related issues. -Deb

Budgets / Grant Programs

Missouri Technology Acquisition Grant (TAG) Program <Reminder>

The Department plans to submit a request to the 2005 General Assembly for \$5 million to re-instate the TAG Program for 2005-2006.

Missouri Safe Schools & Pilot Safe Schools Grants Program <No news to report>

Federal Title II.D "Ed Tech" or "EETT" Program

- - - Plans to revise program rules and guidelines for FY06 competitive grant program – Title II.D competitive grants in 2005-2006 will continue to support district participation in the eMINTS program, but they will focus more on school-wide reform or systemic renewal than a classroom intervention model. The maximum grant amount and number of teachers that can participate in the grants will be increased to help promote comprehensive reform/renewal that affects all learners in the school. The application narrative will require applicants to describe how the grant will promote large-scale changes in teaching and learning throughout the school.

Previously, New district first-year grants had a maximum of \$100,000, with the intent to serve two classroom teachers, while Established district first-year grants had a maximum of \$50,000. In 2005-2006, first-year grant applicants may request up to \$400,000, regardless of whether the district is New or Established. Increasing the grant maximum to \$400,000 should allow a district to support a larger group of teachers. Estimating the average classroom costs (equipment, professional development, stipends, etc.) at around \$40,000, the maximum award could serve 10 teachers. The actual number of teachers that might be supported with a \$400,000 grant would be based on the size of the district, classroom enrollments, and the involvement of other building-level team members. Look for updated application materials in January

- - - Congressional activity regarding future funding of Title II.D – Around Columbus Day, Congress left Washington, DC for its pre-election recess without completing work on the vast majority of FY05 spending bills, including the Labor, HHS and Education Appropriations bill. Both Houses of Congress agreed to and the President signed a Continuing Resolution (CR) that will fund all programs without approved FY05 appropriations, including education technology programs, at FY04 levels until November 20. Observers expect Congress to return to complete work on a gigantic Omnibus Appropriations measure, which will encompass funding for all education programs, either November 8 or November 15. If either the Senate or the Presidency changes hands in the November 2nd elections, though, Congress may pass a long-term CR, adjourn for the year, and return sometime after the new year to try to complete work on FY05 appropriations.

For education technology, the CR is a mixed blessing. The Technology Block Grant sustained a 13% cut (or \$91 million) in the House's version of the FY05 Labor, HHS and Education spending bill while the Senate Appropriations Committee restored that cut, agreeing to fund it at last year's level. The current CR funds the program at last year's levels (with no cut) and a long-term CR would do the same. Under a long term CR scenario, substantial cuts to last year's funding levels to the Community Technology Centers and Star Schools programs (made by both the full House and the Senate Appropriations Committee) would also be vitiated, allowing those programs to receive federal support at last year's levels. However, the significant new funding that the House and Senate Appropriations Committee approved for the Data Systems program, which provides competitive grants to states to develop longitudinal data systems, would disappear in a long-term CR situation because that program received no funding last year. Below is a summary of where funding for major education programs currently stands:

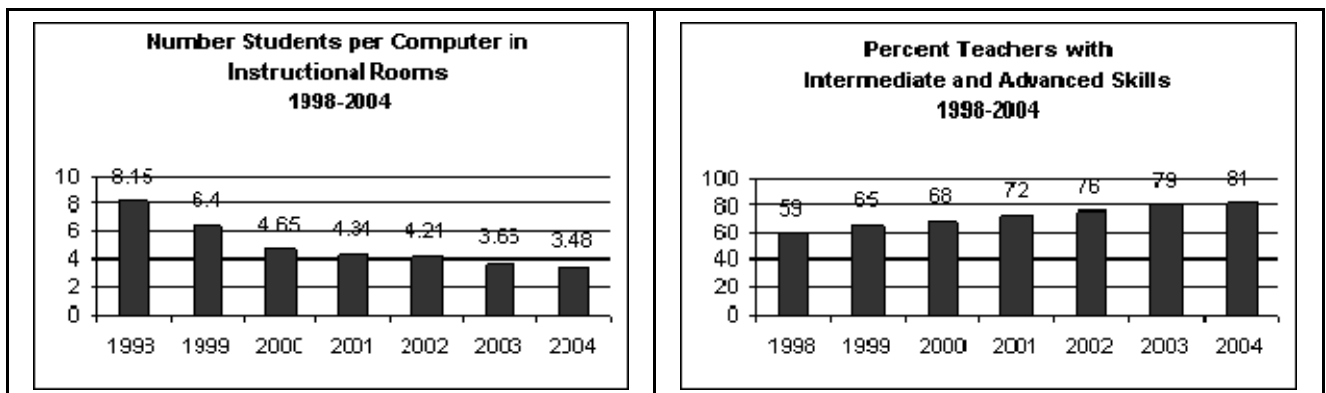
<i>Program</i>	<i>Senate FY05</i>	<i>House FY05</i>	<i>FY04</i>
Title I grants to school districts	\$13.46 billion	\$13.34 billion	\$12.34 billion
Professional Development	\$2.975 billion	\$2.95 million	\$2.93 billion
Reading First	\$1.125 billion	\$1.125 billion	\$1.02 billion
Ed Tech Block Grant	\$692 million	\$600 million	\$692 million
Literacy through School Libraries	\$19.8 million	\$19.8 million	\$19.8 million
PT3	\$0	\$0	\$0
Community Technology Centers	\$11 million	\$0	\$9.9 million
Star Schools	\$24 million	\$0	\$20.4 million
Statewide Data Systems	\$40 million	\$30 million	\$0
IDEA	\$12.3 billion	\$12.2 billion	\$11.2 billion

Census of Technology

2004 COT state data report posted

The *2004 Missouri Census of Technology Report* is completed and posted on the Instructional Technology website. The 2004 COT data indicate continued growth in schools making education technology resources available and in educators and students making effective use of those technologies. Likely due to funding decreases in 2003-2004, the 2004 COT shows modest growth in new technology holdings – the smallest noted since COT was begun in 1997. Nonetheless, districts and schools report increases in routine uses of technology and overall technical skills.

Excerpted from the 2004 report, the tables below depict computer access in instructional rooms (computer labs, classrooms, and library media centers) and teacher technology skills, 1998 through 2004. The full report is available online at <http://www.dese.mo.gov/computingcensus/2004/index.htm>



2005 COT item review <Comment period extended through November 15>

A draft of the 2005 District and Building screens/forms and the accompanying instructions manual are posted on the Instructional Technology website for review and comment. The Department is pleased to report that another 25 percent of the items were removed, resulting in the 2005 core data screens (30 and 31) addressing 30 items instead of the 43 asked in 2004 and the more than 70 items asked in 2001 and 2002. Email comments and feedback by November 15 to Instructional Technology at instrtech@dese.mo.gov.

E-rate Program

On Wednesday, October 20, representatives of industry joined education groups and government associations to learn more about the current E-rate situation. First, the FCC's decision to switch over E-rate to the new accounting standards led to the decision that the E-rate program's funds were federal funds, thus making it subject to the Anti Deficiency Act. Under the Act, FCC staff can be held criminally liable for intentional violations of the Act, including obligating funds without adequate cash on hand to cover those obligations and holding federal funds outside of the US Treasury. USAC

decided to suspend funding the E-rate program when questions were raised as to whether the funding commitment decision letters (FCDLs) constitute obligations under the Act. The FCC confirmed on September 27 that such was the case. The FCC also ordered USAC to liquidate some \$3 billion in securities, which USAC had purchased to earn a decent rate of return on universal service funds not needed immediately to cover universal service programs, because holding those funds outside of the US Treasury was a possible Anti Deficiency Act violation. That sale resulted in a \$4 million market loss as well as lost interest opportunities of over \$20 million. These liquidated funds have been used to cover outstanding obligations incurred before the current quarter.

Second, the FCC under-collected E-rate funds by \$550 million over the past three quarters in order to keep phone bills low. These under-collections were approved before anyone became aware that, in order to send out commitments, adequate funds had to be present in USAC's bank accounts. As a result of this under-collection, USAC expects to have only \$750 million in its accounts this quarter to cover some \$1.4 billion in Program Year 2004 applications that will have been processed by the end of this quarter. The remaining \$650 million in applications cannot have funding commitment decision letters sent out until more funds come into USAC's accounts, which may not occur well into the next quarter or even longer.

Third, USAC is expected to announce that the application window for Program Year 2005 will open in mid-December this year, rather than its normal opening time in early November, but that the window will still close at the same time. The late window opening is a direct result of new rules that require the window to open 60 days after the approval of the new eligible services list, which only occurred in mid-October. Thus, not only will many applicants not know when or if they will be receiving Program Year 2004 funds by the time the Program Year 2005 window opens, they will have a shorter time to complete applications.

Fourth, according to USAC, there are two potential solutions to this problem: a) raise the collection rates for the program significantly in order to make-up for the under-collection in the previous quarters, or b) get Congress to approve a legislative fix that would exempt all of universal service from the Anti Deficiency Act. The first option is unpalatable to both service providers and the government because the universal service line item on consumer phone bills would increase significantly. The second option is thus more attractive to providers to prevent higher phone bills and also because the fund projection process that the high cost and low income programs undertake each quarter might also be considered obligations and thereby subject to the same Anti-Deficiency rules as the E-Rate programs. If this is the case, those programs would also have to suspend operating for up to 6 months because of lack of cash on hand. If that were to occur, phone companies would either have to raise rates on high cost and low income consumers or eat the difference.

Fifth, the legislative fix option is being actively discussed by Senators Snowe and Rockefeller and there is some hope that Senator Stevens would support it. The suggested language would exempt all of universal service from two provisions of the Anti-Deficiency Act: one related to having cash-on hand to cover obligations and the other related to the prohibition of holding funds outside of the Treasury. Another provision aims to have Congress formally sanction the FCC appointment of USAC as the program's administrator, something that the FCC apparently fears it did not have an express grant of authority to do. At the meeting, a number of lobbyists recommended excising the last paragraph for fear that it would be asking Congress to do too much. However, it was noted that there is some precedent for exemptions from the Act, including legislatively enacted exemptions for the Highway Trust Fund and the U.S. Information Agency.

Sixth, the people around the table agreed to continue the conversation online but many were adamant that they could not move forward without seeing actual legislative language and having their boards approve it. There are no firm plans to reconvene at this time but there is hope that this group will form an active coalition to lobby for the legislative fix.

District Technology Plan Approval <Reminder>

In previous issues, *Newsline* has detailed the changes that the FCC Fifth Report and Order – FCC 04-190 made regarding the timing, content, and approval of district technology plans. With these changes, the Department is encouraging all districts to examine current technology plans to

determine whether new or revised plans should be submitted for state approval in 2005. Districts that received state approval in 2003 (and 2004, possibly) should elect to submit new plans (in 2005 rather than wait until 2006) if any of the following conditions are in place:

- the 2003 plan must be updated to cover technologies proposed in an E-rate application
- the district has a new or substantially updated comprehensive school improvement plan (CSIP)
- the district has already completed most of the action plans and implementation strategies detailed in the 2003 technology plan
- the district has experienced significant changes that necessitate a new plan (changes in personnel, academic performance standings, technology holdings, technical capacity, etc.)
- the plan approved in 2003 received a low approval score (75 to 85 points)

Districts electing to submit plans early and desiring technical assistance should contact Instructional Technology and/or the Missouri Educational Technology Professionals Association (METPA). Depending on district need and interest, METPA members are again poised to offer workshops and review draft plans.

Approval Process - District technology plans are reviewed by a panel of Missouri educators and scored using a 100-point scoring guide. The scoring guide, updated in 2004, can be downloaded from <http://dese.mo.gov/divimprove/instrtech/techplan/techplan.htm>. To submit a plan for state approval, complete the top portion on page one of the scoring guide as indicated and send the guide along with one [1] technology plan to the following address no later than March 31: DESE Instructional Technology, PO Box 480, Jefferson City, MO 65102-0480. Plans submitted by the March 31 deadline will be reviewed on April 15, with approval status determined no later than June 30, thereby meeting the timing deadline for E-rate applications. Contact Instructional Technology if you are interested in participating in the review process.

Other Washington news

- - - Conference Committee set to reconcile IDEA bills

Since mid-May, when the Senate passed its version of the Individuals with Disabilities Education Act (IDEA) reauthorization, final action on that legislation has been stalled. The House's version, which differs in many respects from the Senate's version, passed the full House many months prior to the Senate's action. Earlier this month, the IDEA legislative logjam was broken when both parties and both the House and the Senate agreed to name conferees to a House Senate Conference on IDEA that will attempt to reach a compromise on conflicting provisions in each bill. In order to prevent undue politicization of the bill, all sides agreed that staff would negotiate over the next several weeks on a compromise bill and, if a deal was reached, that the House and Senate would take up a conference version of the bill after the election.

The Senate bill contains major new technology language focused on the inclusion of the concept of universally designed technology into IDEA. Universally designed technology is a design concept that envisions designing accessibility mechanisms into new devices when they are manufactured rather than retrofitting them after the manufacturing process. The inclusion of this language is supposed to supplement but not supplant existing language that creates programs for assistive technology. Specifically, the Senate bill includes provisions that would:

- Authorize states and individual grantees to expend IDEA funds on research and development of universally designed and assistive technology devices; research on the feasibility of incorporating universal design concepts in the development of standards, assessments, curricula, and instructional methods; development and administration of alternate assessments in conjunction with universally designed and assistive technology principles; and training for all teachers and administrators to effectively utilize and integrate technology into curricula and instruction.
- Authorize a Congressional Commission on Universal Design and the Accessibility of Curriculum and Instructional Materials to study the costs and benefits of implementing a universal design standard as a means of accessing curriculum and instructional materials.

- Mandate that all deliverables from projects funded by most competitive grants in Part D of the Act be accessible to persons with disabilities.
- Establish an Instructional Materials Accessibility Standard to ensure that blind students and other students with print disabilities can gain access to print materials for the classroom through a standardized electronic format.

◆ **Ed Tech Research, Publications, Resources, Special Events**

Speak Up Day for Students

U.S. students who want to share their thoughts on the state of educational technology in the nation's schools have until mid November to participate in Speak Up Day 2004, an online survey that aims to give K-12 students a say in how schools use technology and the Internet. Based on school requests, NetDay has announced that the window for students to complete the surveys is extended through Friday, November 12. Each school or district that participates will have access to their own student data. Aggregate findings will be shared with national and state policymakers, including SETDA, a new partner in the program. To preview the surveys and register for participation, visit <http://www.NetDay.org>. To read more about Speak Up Day's new questions and the impact of student voices on national education policies, see eSchool News article: <http://www.eschoolnews.com/news/showstory.cfm?ArticleID=5327>.

ISTE publishes "The Technology Coordinator's Handbook"

This handbook provides a detailed introduction to the roles and functions performed by technology coordinators, the key issues they face, and the basic skills and qualifications needed to fulfill their responsibilities. Written for working tech coordinators and those preparing to enter the profession, this reference has been field-tested and validated to provide leaders with the information and resources they need to effectively manage school and district technology operations. The book may be purchased online. More information about the book, including ordering information and a link to the table of contents and a free excerpt, is available online at <http://www.iste.org/bookstore>.

ED unveils new educator training site

The U.S. Department of Education (ED) on October 5 unveiled a new professional development web site for teachers and administrators. It is free resource, built by teachers for teachers, to help encourage the use of proven classroom strategies and provide more effective ways of using data to improve instruction in the nation's schools. An extension of ED's Teacher-to-Teacher (T2T) initiative, the new site is the culmination of more than 12 workshops and hours of educator-led discussion and roundtable sessions about how best to improve teacher training in accordance with the federal No Child Left Behind Act (NCLB). Visit the new site at <http://www.paec.org/teacher2teacher>. To read October 7 eSchool News article, see <http://www.eschoolnews.com/news/PFshowstory.cfm?ArticleID=5316>.

NSBA survey finds school technology leaders confirm value of E-Rate

Integrating technology into the classroom and ensuring that there is sufficient money to achieve that goal are the top two challenges facing school districts in the area of technology, according to a survey report issued October 27 by the National School Boards Association (NSBA) at the organization's annual T+L2 Conference here. Forty-six percent of survey respondents say that integrating technology into the classroom is the biggest challenge while 47 percent say it is technology funding. Six percent say that closing the digital divide is their biggest technology challenge. "The people who answered our survey and attend our conference are among the most resourceful technology leaders in the country. They are telling us they need money for infrastructure improvements, to hire technology coordinators and provide professional development to better incorporate technology in the classroom," said Anne Bryant, NSBA executive director. See: <http://www.nsba.org/site/doc.asp?TRACKID=&VID=2&CID=90&DID=34656>

New journal of online education

With its inaugural issue released October/November, Innovate is a peer-reviewed e-journal that features cutting-edge research and practice in the field of information technology. Use of the one-button features allows readers to comment on articles, share material with colleagues and friends,

and participate in open forums. Three of the Volume 1 contributors include Chris Dede providing commentary on the ever-expanding field of learning technology tools, multi-user virtual environments, and ubiquitous computing; Joel Foreman with a more narrow focus on video game studies as both a growing academic field of study and an open arena for pedagogical reform; and Donald Norris et al. considering how new technologies change not only on the way we access knowledge, but also the way we experience it. See: <http://www.innovateonline.info>



E-rate News

Submitted by Rebecca Miller, MOREnet E-rate Program Manager

Funding Freeze

There has been significant news in the E-rate program over the last month. Of specific concern has been the funding freeze in the program. Political pressure continues to increase to resolve the freeze on new E-rate funding commitments that has been in effect since early August. The problem stems from a change in Universal Service Fund accounting standards and the corresponding requirements of the Anti-Deficiency Act. Under the prior accounting rules applied to the E-rate program, a legal obligation to pay was not created until an invoice was authorized payment. Because most applicants don't submit invoices for more than a year after the SLD has issued Funding Decision Commitment Letters, there was plenty of time to collect monies from Telecommunications Carriers to pay these commitments.

Effective October 1st, the E-rate program became subject to Federal accounting standards. While various government agencies squabble about the intricacies of the accounting change, the current opinion is that the commitment letters themselves constitute legal obligations that must be backed by cash. This concept, and other related complications, is still being worked out. The SLD has announced it hopes to lift the funding freeze in late November.

New Identification Number Requirements

FCC Registration Numbers ("FRNs") are required for all E-rate applicants, vendors, and consultants under the Debt Collection Improvement Act ("DCIA"). While the forms for FY 2005 do not contain fields for FRNs, the Act does become effective November 1, 2004. Ultimately, the FCC plans to replace Entity Numbers with FRNs.

FY 2005 Eligible Services List Released

On Thursday, October 14, the FCC released the FY 2005 Eligible Services List ("ESL"). The list is very similar to the proposed ESL the FCC released for comment on August 13th. Under FCC rules, which the FCC can waive, the ESL must be formally released at least sixty days before the Form 471 application window can open. Since the FCC didn't waive the sixty day waiting period when they released the list, the window is expected to open on, or soon after, December 13th. This is much later than usual (traditionally the window opens in early November). With the window opening over a month later than usual, it is expected the SLD will extend the window closing by at least a couple of weeks.

New Forms for FY 2005

The SLD is preparing to release new versions of the five applicant forms (Forms 470, 471, 472, 479, and 500). These new forms should be finalized within the month. Look for four major changes: 1) Certification language has been strengthened in response to increasing program concerns regarding waste, fraud, and abuse; 2) Numbers now required include NCES Codes for all schools; 3) Applicants may now choose to receive discounted bills or to receive discount reimbursements; 4) Ms. Smith, although fictitious, has now retired and all express package deliveries of forms to the SLD should no longer be marked to her attention (new instructions call for using the form number in the attention line).

Document Retention Requirements

All records must be retained for five years to facilitate audits. The E-rate record keeping requirements were expanded by the FCC this summer to clarify the requirement to retain all documentation relating to the pre-bidding process, the bidding process itself, contracts, application process, purchase and delivery of services, invoicing, inventories, and forms and rule compliance. The new record keeping requirements took effect September 10, 2004.

Other New Developments

The SLD has announced that it plans to make 1,000 visits to applicant sites over the next year. While not an audit, it is expected that each visit will include the detailed tracking of at least one specific invoice.

Valid contracts for E-rate purposes must now be signed and dated by both parties before the Form 471 application is signed. The SLD warns a quote is not a contract. Purchase Orders must adhere to state contract law requirements to be valid.

eMINTS Program News

--Submitted by Monica Beglau, Director, eMINTS National Center

Four Missouri school districts and the eMINTS National Center were featured at the National School Board Association Technology + Learning (NSBA T+L) Conference this past week in Denver, Colorado. Janet Herdman from North Kansas City, Leonard Zanatta and Lisa Berg from Bolivar with Monica Beglau from the eMINTS program, Trey Katzer from Liberty 53, and Nick Strecker from Kirkwood all set up booths at the Education Excellence Fair as part of the conference. Conference attendees had an opportunity to see displays and talk with the various representatives about the exemplary educational technology projects in their districts. Eighteen states and 35 school districts were selected to participate in the Education Excellence Fair.

The Liberty 53 School District was also recognized as a Technology Leadership Network "Salute" district by the NSBA conference organizers. Salute districts are characterized by making changes using technology with the goal of improving, reforming and/or restructuring their teaching and learning environments for students and teachers. The changes should:

- Show alignment with the district's educational goals
- Be supported at the district level
- Show evidence of improved student achievement
- Demonstrate long-term commitment by the school board and community as reflected through moral and financial support
- Have a positive impact on instructional practices, administrative operations, increased parental involvement, and/or community support.

The Liberty District also made a presentation about their district's educational technology efforts at a special break-out session during the conference.

Online Professional Development Opportunity for Veteran eMINTS Teachers

--Submitted by Monica Beglau, Director, eMINTS National Center

<http://www.my-ecoach.com/>

Last Call - Pilot of Online Professional Development Opportunity for Veteran eMINTS Teachers: We are pleased to announce the availability of a pilot program to provide online professional development for veteran eMINTS teachers (any eMINTS teacher who has completed his/her 2-year professional development program as of July 1, 2004). We have received your queries asking for a way to access additional professional development and are excited about a partnership we have recently set up with My eCoach, a California company that has a very rich online professional development environment already in operation. They have agreed to customize the online program for eMINTS veterans so that it includes some of our newer modules as well as their own excellent resources for building inquiry-based lessons and keeping up with changes in technology. The 6 month pilot program will begin with a one-day face-to-face session in January 2005 and continue online through June 30, 2005. The cost for participation in the pilot program is \$50 per teacher (must be paid by your school, district, or yourself). The only other cost is for a substitute for the one day session in January and any travel costs (also your school, district or personal responsibility). To see more about the My eCoach program and to sample some of the features of the eMINTS Veteran teacher program, go to <http://www.my-ecoach.com/> If you are a veteran eMINTS teacher and would like to be considered for

participation in the pilot program, please send an email to emints-info@emints.org with your name, school, district, grade level, and the year you completed your eMINTS professional development by November 2. A sample group of 20 teachers will be selected for the pilot program. If the pilot program proves to be successful, we will offer it to more veteran eMINTS teachers for the entire school year beginning in fall 2005 at lowest possible cost.

National School Board Association Technology + Learning Conference

--Submitted by Monica Beglau, Director, National eMINTS Center

Four Missouri school districts and the eMINTS National Center were featured at the National School Board Association Technology + Learning (NSBA T+L) Conference this past week in Denver, Colorado. Janet Herdman from North Kansas City, Leonard Zanatta and Lisa Berg from Bolivar with Monica Beglau from the eMINTS program, Trey Katzer from Liberty 53, and Nick Strecker from Kirkwood all set up booths at the Education Excellence Fair as part of the conference. Conference attendees had an opportunity to see displays and talk with the various representatives about the exemplary educational technology projects in their districts. Eighteen states and 35 school districts were selected to participate in the Education Excellence Fair.

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Show-Me TechKnowledge Day—January 19, 2005

--Submitted by Sally Burnett, 2005 Show-Me TechKnowledge Day Chairperson

Do you work with students and technology in innovative ways? Would you like to showcase your students and district for policymakers throughout the state? If so, we want you!

A grassroots organization, Show-Me TechKnowledge, helps identify and support students as they exhibit effective and innovative uses of technology. State leaders, policymakers, and others are invited to the Capitol Rotunda to view the exhibits, talk to the students, and learn how education technology positively impacts teaching and learning.

Last year, 16 districts from across the state, grades K-12 participated in the event. This year's event will be held on January 19, 2005. Show-Me TechKnowledge 2005 applications from prospective student/teacher exhibitors are now being accepted. The deadline for submitting applications is December 6, 2004. Join us in celebrating your students' success – submit an application today. Check <http://www.successlink.org> for information and application form.

METPA News

--Submitted by Andy Hall, METPA President and Technology Director, Mexico School District #59
www.metpa.org

First, we would like to thank everyone who presented, helped with, and attended the METPA sponsored sessions at the Fall Technology conference last month. I believe the quality of the

sessions and the attendance was among the best I'd seen for Tech Director-oriented sessions in several years. We are currently working towards a slate of sessions for the Spring MOREnet conference; if you have any ideas for topics or would like to help present, please let a METPA officer know.

Speaking of officers, after some delay and confusion, the 2004-05 officers, and other updated information, is posted on the METPA website, www.metpa.org. We still have a few opportunities within the organization for committee heads and other things. Let us know if you are interested.

Along with the Spring MOREnet conference, METPA is working on a few other items that may be of interest:

1. Due to the low number of applications for awards last spring, we've decided to extend the deadline for both best-practice in professional development and web site awards to December 31, 2004. We will keep the applications that were submitted last spring in consideration as well. Applications are available at, www.metpa.org along with judging criteria.
2. METPA is working towards ISTE (International Society for Technology Education) affiliate status. This is a move that will help METPA, METPA members, and educational technology in the state of Missouri as a whole. As this process continues, look for additional information.
3. Show-Me TechKnowledge Day is coming soon in January. This is a wonderful opportunity for any district to showcase the benefits that educational technology provides our students. The event takes place in the State Capitol in mid-January and gives our legislators a chance to see the good work we do. More information is available at www.successlink.org



California R-I Teacher Wins \$25,000 Milken Award

Source: News Release, October 20, 2004

Department of Elementary and Secondary Education

Lori Mathys, elementary teacher in the California R-I School District, is a winner of the 2004 Milken Family Foundation National Educator Award. The honor includes an unrestricted cash prize of \$25,000. Commissioner of Education D. Kent King made the surprise announcement of her selection during an all-school assembly.

Mrs. Mathys has conducted workshops for her fellow teachers on ways to integrate technology into the curriculum. She also has promoted science teaching techniques to other educators. She was recently recognized as a state finalist for the Presidential Award for Excellence in Mathematics and Science Teaching.

Five of Mrs. Mathys' lesson plans have been selected as a "Showcase Lesson" by SuccessLink, a grant program that provides professional development to teachers and free lesson plans aligned to the state standards.

Milken National Educator Award

Mrs. Mathys is one of two Missouri educators chosen for the award this year by the Milken Family Foundation and the Department of Elementary and Secondary Education. The foundation is based in Santa Monica, Calif.

Missouri joined the Milken Educator Awards program in 1996. Since 1987, the Milken Family Foundation has awarded more than \$51.9 million to 2,077 outstanding American educators. (See *attached fact sheet*.)

Mrs. Mathys did not know she was being considered for the award. The Department of Elementary and Secondary Education coordinates the state-level selection process and appoints an independent panel of educators who recommend candidates for the award. Criteria for the Milken National Educator Award include:

- Exceptional educational talent as evidenced by outstanding instructional practices in the classroom, school and profession;
- Outstanding accomplishment and strong long-range potential for professional and policy leadership; and
- Engaging and inspiring presence that motivates and impacts students, colleagues and the community.

"This marks our ninth year of recognizing excellence in education with the Milken Family Foundation. We are proud to acknowledge the vision and dedication of exceptional Missouri teachers like Lori Mathys," Commissioner of Education D. Kent King said.

This month, 100 exemplary educators and administrators in public schools in 47 states and the District of Columbia will be named as this year's recipients of the Milken Educator Awards.

For more information on the National Educator Awards or other activities of the Milken Family Foundation, visit www.mff.org/mea.

Source: News Release, October 20, 2004
Department of Elementary and Secondary Education

Chillicothe Middle School Awarded Technology Grant

Source: Chillicothe Constitution Tribune

A group of Chillicothe Middle School (CMS) teachers and their students are working with the latest in technology thanks to a grant designed to transform and improve learning through the innovative use of technology.

The middle school received the \$35,000 HP Technology for Teaching Grant at the end of the 2004 school year and a team of five teachers: Nancy Elliott, project leader; Christine Jones, John DeBey, Doug French and Stephanie Affield spent part of their summer learning how to use the equipment that came with it.

Since the beginning of the school year the instructors have used the equipment for professional development and they say that they will be using the technology with their students this week in both math and science.

According to Principal Bryan Prewitt, CMS is one of 161 schools nationwide to receive the grant, and one of only three in the state doing the same program.

"This will enable our students to use some technology they would otherwise not have access to. In fact, the teachers haven't had access to these kinds of notebook computers and equipment," Prewitt said.

With the grant, around 300 to 325 seventh grade students will have access to the five HP Tablet PCs, five HP multimedia projectors, an HP Office jet all-in-one, an HP digital camera. The grant also comes with HP kindergarten through grade 12 help desk support for a year, a \$500 stipend per teacher and a professional development program that includes customized learning opportunities, expert mentoring and participation in an online learning community to support the teachers' use of technology.

Elliott reported that the math students will be learning to build model cabins, while the kids in science will be testing resistance to earthquakes and tornadoes. . .



Schools to Benefit From \$400,000 USDA Rural Development Grant

Source: Chillicothe Constitution
Tribune

Several schools will benefit from federal funding in order to further expand their interactive (ITV) learning program and allow them to bring in educational content from sites around the world.



A special ceremony was held at the Hale R-1 School and an announcement was made that Hale (the fiscal agent) and other area schools have been awarded \$389,809 from the USDA Rural Development.

Several school officials from Hale, Tina Avalon, Bosworth, Breckenridge, Stet, Southwest Livingston and Norborne were in attendance at the ceremony where the announcement was made.

"We had a real need to develop in the last few years and we are very fortunate to receive this funding," said Michael Spears, Hale school superintendent. "Technology can allow rural schools to do many fantastic things."

Spears informed the school officials that Norborne R-8 will now become part of the ITV program with the six other schools.

Paul Wilmes, rural development manager for the USDA rural development office in St. Joseph, spoke to the crowd and offered his congratulations to all of the schools involved. "We know that this is important to all of you and it is important to us," Wilmes said. "For all of these school districts to pull together, it is tremendous."

The ITV program in which the seven school districts are currently involved, allows the students to communicate with each other via fiber optic cable. The funding will allow the ITV program to expand to a T-1 line which is more of an Internet based line.

School officials report that the students can now connect to other interactive systems with the same type of system. "This just opens the door for us and now we can go outside of our inner circle," explained Southwest Superintendent John Locker. The schools should be able to connect to all major universities, Congress, the Senate, NASA and bring in educational content from many other sites if they choose.

Along with offering the course list mandated by the state, the schools can address professional development for teachers and staff and also provide educational opportunities to others in the communities. . . .



News from i-SAFE

--Submitted by Steve Godwin, Youth Empowerment Manager, i-SAFE America

www.isafe.org

i-SAFE America, Inc. is creating a Student Advisory Board (SAB) comprised of twelve 8 -12th grade students from across the nation. The primary purpose of the SAB is to provide guidance and support to active i-SAFE Mentors. The SAB members will also serve as leaders for other students. They will encourage students across the nation to join the i-SAFE Student Mentor Program and become safe and responsible online citizens. SAB members will attend monthly online meetings and participate in discussions, decisions, polls and questionnaires concerning the Youth Empowerment program. They

will also perform events in their schools and communities and communicate with other SAB members and Mentors across the nation.

Interested students must obtain parental permission and complete the online application in the Kids and Teens area of the i-SAFE Website. You as an educator may nominate a student for a position on the SAB. Please email mentors@isafe.org with the student's name and ensure the student completes the online application at http://www.isafe.org/imgs/pdf/articles/sab_app.pdf. Please inform your students of this incredible opportunity! We are offering them the opportunity to receive national recognition as leaders for their work in empowering students nationwide concerning Internet safety.

But wait, there's more! Starting November 1st, i-SAFE America is announcing the start of the "Word From the Streets" Essay Contest. Have your students take their favorite sport or hobby and tell us in 500 words or less how the Internet has changed it (for the better or the worse). The lucky winner will become the MVM for December and get cool skate gear signed by Pro Skater Willy Santos. Entries are due by December 31, 2004. So please let your students know how they can get involved in this contest. To register for the essay contest and to find out about the winner of the National i-SAFE Mouse Pad Contest, go to www.isafe.org.

Steve Godwin, Youth Empowerment Manager, i-SAFE America, at 760-603-7911 ext. 38 or email at sgodwin@isafe.org

Missouri Schools and Programs in the News

Columbia

West Boulevard Elementary School has received a \$525,000 federal grant from the United States Department of Elementary Education. The grant will fund a mentor program for students at West Boulevard titled "Stand By Me: Sharing the Journey."

The University of Missouri (MU) Minority Men's Network is also participating in the program. The network's director will recruit mentors for West Boulevard students at MU and in the Columbia business community. The grant will run for three years.

WWT Pricing of Student Computers That Meet eMINTS Spec

--Submitted by Linda Rice

It's time to order your eMINTS student machines, that need to be installed in the classroom between December 1st and February 1st. World Wide Technology (WWT) is your source for eMINTS hardware and software. WWT, through the State of MO Prime Vendor contract, has negotiated updated special pricing on eMINTS student machines. For example, you can receive the following HP student machine for \$639.00.

HP Compaq dc5000 Small Form Factor

- Operating system - Microsoft® Windows® XP Professional SP1a
- Processor - Intel® Celeron® 2.60GHz/400MHz
- Memory - 256MB DDR PC2700
- Network card - Broadcom NetXtreme Gigabit ethernet solution
- Video/graphics - Integrated Intel® Extreme graphics2 (64MB equivalent)
- Removable storage - No diskette drive; blank bezel SFF
- Hard drives - 40GB ATA/100 7200RPM Hard drive 1st
- Optical drive - 16X/40X DVD-ROM drive
- Keyboard - Standard keyboard PS/2
- Mouse - HP PS/2 Scroll mouse (carbonite)
- Country kit - Country kit dc5000
- Restore CD - dc5000 Restore CD
- Warranty - Warranty - 3 years - parts, labor, onsite - next business day

- Monitor - HP S7500mm 17-inch multimedia CRT with integrated speakers
 - Boom Microphone
- Total price : \$639.00

For student machine hardware and software pricing please contact Linda Rice at 314-301-2680 or linda.rice@wwt.com.

◆ eMINTS Questions of the Month

Q. I have a few students who are really ready to be more independent and need to be challenged more than the rest of my class. What can I do for them?

A. Some students are ready for more, and technology-rich classrooms open many doors that these students never had before. You might want to meet with the students as a group and select a WebQuest that is interesting and meets curriculum needs together. Have the group write up a contract including deadlines that they will meet in completing the project and allow them to work independently when others are doing project work as well. Maybe they could prepare a learning session for the rest of the class on a topic coming up in the curriculum or of class interest. Always remember though that no child should be doing free searches so a hotlist should be provided if it is not a part of the selected WebQuest.

Q. How can I get my students to put what they write in their own words instead of cutting and pasting from websites?

A. This is a concern all teachers face whether they are using technology or not. Several ideas come to mind. You may want to require your students to take notes from their online reading and enter their notes on an Inspiration diagram. You could have the students set up categories (i.e. physical characteristics, habitat, food chain) and then as they find information that fits a category they fill in the Inspiration bubble with the information and URL. When they begin to create their final project they work strictly from their Inspiration diagram that is now in their own words. Some teachers also enforce a rule saying that every student in a group must be able to explain a word or phrase in a final project or the work is sent back for revision. This pushes students to process the information and really demonstrate that they understand it rather than just replaying it. (Jennifer Kuehnle)

◆ Copyright Question of the Month

Q. May an educator (e.g., administrator, classroom teacher, substitute teacher, or student teacher) other district employee, volunteer, or others make or request that a videotape be made which uses segments from several videotapes to teach a particular concept?

A. No Segments **may not be copied** onto a single videotape as this creates an anthology or collection.

Note: Individual segments from several **different** videotapes may be shown. The entire videotape need not be shown.

◆ Grant Writing Tips

www.techlearning.com/grants.html

Source: Technology & Learning

1. TIP: Cite research. Whenever possible, refer to research that supports the strategies you want to implement. It helps build a solid case for the proposal and can also provide useful information for developing your evaluation plan.

2. NCLB TIP: Don't forget the NCLB requirements for training paraprofessionals as well as teachers. The cost of online professional development and training for instructional assistants in use of technologies that support student learning may be incorporated into your proposal.
3. TIP: Designate the appropriate contact person. Grantors need to know who to contact when questions or other needs arise. Be sure the person listed is readily available, familiar with the project, and has the authority to make basic decisions.
4. NCLB TIP: Leverage other funding sources to get the most 'bang' for your NCLB buck. Funding sources such as IDEA and E-rate can be used in conjunction with NCLB funds to support technology-based services.
5. TIP: Proofread! This may seem obvious, but writers can be so deeply immersed in the project that they do not see mistakes in spelling and grammar. Give the proposal to someone who was not involved in the writing and ask them to review it carefully. An error-free document projects a positive image to readers.
6. NCLB TIP: No Child Left Behind requires that students be 'technologically literate' by the end of grade eight. In addition to explaining how technology can support the curriculum, grant proposals must also describe how students will master technology skills before entering high school.

Grant Funding Opportunities

Source: Technology & Learning

For descriptions of the individual grants, go to the www.techlearning.com/grants.html

Deadline	Grant
November 1	American Honda Foundation Grant http://www.technologygrantnews.com/pages/sample-issue/school-grants-sample.html
November 1	Tiger Woods Foundation www.twfound.org
November 15	Shell Science Teaching Award www.nsta.org/awardscomp
Ongoing	Educational Foundation of America Grants www.efaw.org
Ongoing	Intel Community Grants www.intel.com
December 5	The National Council of Teachers of Mathematics offers several grants for teachers through the Mathematics Education Trust (MET): <ul style="list-style-type: none"> • Clarence Olander Grants: In-Service Training for Elementary Schools • Dale Seymour Scholarships • E. Glenadine Gibb • Ernest Duncan Grants (teachers 7-12) • Mary Dolciani Grants (teachers 7-12) • John and Stacey Wahl Grants • Theoni Pappas Incentive Grants www.nctm.org/about/met
January 7	Toyota TIME (Toyota's Investment in Mathematics Excellence) Grants www.nctm.org/about/toyota/index.asp
January 15	The International Reading Association sponsors several grant opportunities for IRA members: <ul style="list-style-type: none"> • Elva Knight Research Grants • The Helen M. Robinson Grant • Nila Banton Smith Research Dissemination Support Grants

	<ul style="list-style-type: none"> Teacher as Researcher Grants www.reading.org/awards
February 1	Tiger Woods Foundation Grants www.twfound.org
February 1	American Honda Foundation Grants http://www.technologygrantnews.com/pages/sample-issue/school-grants-sample.html
February 1	American Association of School Librarians/Highsmith Research ABC-CLIO Leadership Grants www.ala.org/aasl/awards.html
February 15	NEA's Innovation and Learning & Leadership Grants www.nfie.org
March 1	NEC Foundation of America Grants www.necfoundation.org
March 1	The National Endowment for the Humanities' Summer Seminar & Institutes www.neh.gov/grants/guidelines/seminars.html
March 21	The Grant for the Enhancement of Geographic Literacy http://www.ncss.org/awards



Mark Your Calendar

November 1	Newsline published online
November 11	Veteran's Day - State offices closed
November 25	Newsline articles due
November 30	Computer Security Day
November 30	Thanksgiving – State offices closed
December 1	Newsline published online



Upcoming 2004-2005 Conferences

December 9-12	ACTE Annual Convention and Career Tech Expo Las Vegas, NV http://www.acteonline.org/convention/index.cfm
January 31- February 1-2	Midwest Education Technology Conference Sheraton Westport Lakeside Chalet St. Louis, MO www.csd.org
March 1-2	The 16 th Annual Southwest Education and Technology Conference 1418 Pythian Springfield, MO www.rcet.net
April 3-5, 2005	Preparing the Next Generation for Technological Literacy ITEA Conference and Exhibition Kansas City, MO http://www.iteaonline.org/D2.html



From the Mailbag

Braitmayer Foundation Grant

<http://www.braitmayerfoundation.org>

The Braitmayer Foundation supports programs that enhance the education of K-12 students through curricular and school reform initiatives, professional development for teachers, and local community efforts. The grants, which range in size up to \$35,000, are to be used as seed money, challenge grants, or to match other grants to the recipient organization. For grant requests larger than \$10,000, applicants should submit an original version and seven copies of the following documents: a two-page letter of inquiry that describes the project and its timeframe, a proposed budget, and proof of 501(c)(3) status. Grants of up to \$10,000 also are available; see the foundation's web site for more details. Contact: Robert L. Kirkpatrick, Jr., (860) 638-5026

Deadline: November 15, 2004

Ernest Duncan Grants

Funded by: NCTM's Mathematics Education Trust

www.nctm.org/about/met/duncan.htm

The Mathematics Education Trust, which was established by the National Council of Teachers of Mathematics (NCTM), will award a maximum of \$2,000 to persons currently working at the PreK-6 grade level to improve their own professional competence as mathematics teachers. The proposal may include the improvement of the teachers' background, the development of projects or materials pertaining to the teachers' own classroom instruction in mathematics, or the development of projects to improve the mathematics curriculum. Any acquisition of equipment must support the proposed plan but must not be the primary focus of the grant. Recipients must have three or more years of teaching experience in grades PreK-6. Activities must be completed between June 1, 2005 and May 31, 2006. Deadline: December 3, 2004

Teammates for Kids Grant Funded by Garth Brooks Teammates for Kids Foundation)

<http://www.touchemall.com/index.htm>

Education support through nonprofit organizations who work to improve education and impact the lives of children (both short and long term). Must have a record of outstanding service in effectively and efficiently delivering programs and services that improve the lives of needy children. Must serve the needs of children in the areas of health, education, or providing inner-city services. 100% of all grant monies received from the foundation must be used for the exclusive benefit of children.

Program Areas: After-School | Community Involvement/Volunteerism| General Education | Health/PE | Math | Reading | Science/Environmental | Social Studies

Recipients: Public School | Private/Charter School

Proposal Deadline: 2/1/2005

Average Amount: \$10,000.00 - \$50,000.00

Availability: All States

Clarence Olander Grants

<http://www.nctm.org/about/met/olander.htm>

The Mathematics Education Trust, which was established by the National Council of Teachers of Mathematics (NCTM), will award a maximum of \$2,000 to elementary school staffs for in-service education. Costs may include honoraria and expenses for consultants, materials, substitute time, and conference or workshop registrations. No funds may be used for staff travel or equipment. Entries will be judged on the following criteria: need, scope of plan, other contributing sources of funding, percent of staff participation, urban-rural isolation, and multiethnic student body. Training must be completed between June 1, 2005 and May 31, 2006. Deadline: December 3, 2004

Boyer Best Practices Award 2005

<http://www.boyercenter.org/resources/BP2005Application.pdf>

The Boyer Best Practices Award 2005 recognizes exemplary learning practices that connect

curriculum and community. The Boyer Center is sponsoring this awards program in collaboration with the Association for Supervision and Curriculum Development, the Basic School Network, the National Association of Elementary School Principals, and Teaching K-8. Three monetary awards of \$10,000 each will be made to elementary schools. The Boyer Center is a Pennsylvania-based national education institute that facilitates ongoing renewal in schools and communities.

Deadline: December 1, 2004

2005 HP Technology for Teaching Grant Initiative

<http://www.hp.com/go/hpteach>

Hewlett-Packard Co. (HP) will award grants totaling \$5 million in cash and HP equipment over two years to K-12 public schools and two- and four-year colleges and universities in the U.S. and Puerto Rico. This grant initiative is designed to support K-16 educators who are using mobile technology in innovative ways, and to help identify K-12 schools and higher education institutions that HP might support with future grants. Based on the outcomes of the projects funded through this initiative in 2005, HP will offer grant recipients the opportunity to receive higher-value grants in 2006. The application period for this program officially opens Jan. 10.

Deadline: February 15, 2005

ExploraVision

<http://www.exploravision.org/2004/home.htm>

ExploraVision is a competition for all students in grades K-12 attending a school in the United States, Canada, U.S. Territory or a Department of Defense school. It is designed to encourage students to combine their imagination with their knowledge of science and technology to explore visions of the future. Teams of students select a technology, research how it works and why it was invented, and then project how that technology may change in the future. They must then identify what breakthroughs are required for their vision to become a reality and describe the positive and negative consequences of their technology on society. Winning ideas have focused on things as simple as ballpoint pens and as complex as satellite communications. For more information and to download an entry kit, visit the web site.

Digital Technology Contest

<http://www.hopeforeducation.com/>

For a chance to win Samsung digital technology for your school, write a 100 word essay describing "How the latest digital consumer electronics technology can improve a student's education in your community." Over \$1,000,000 in prizes will be awarded. For more information about the contest, visit the website.

The Smoke Detectives Fire Safety Education Program

<http://www.smokedetectives.com/kidstuf/smoke/home/home.html>

The Smoke Detectives fire safety education program has been provided free to educators and fire departments since 1991. You may have used this program in your classroom or worked with local firefighters as they demonstrate fire safety. The program has helped save lives by giving children the tools and information they need to remember and follow simple safety procedures, such as how to call 9-1-1 and how to exit a burning building safely.

The PhotoImpact Resource Center

<http://www.pircnet.com/>

The PhotoImpact Resource Center is loaded with resources for PhotoImpact Users including the PIRC's powerful search engine with over 1500 tutorials. Check out the PIRC Bulletin board activities too.

Nortel Networks Kidz Online (NNKOL)*

www.nnkol.org

NNKOL is the signature community relations initiative for Nortel Networks and is a cutting edge, classroom-ready resource for teachers and students. NNKOL is the common space for kids, teachers, and parents to get connected through the development and dissemination of learning materials that are in their language, style, and tone.

NNKOL provides educators FREE online training on 21st century communication tools that improve

their use of technology in the classroom, with the goal of making learning more effective and keeping students engaged. Streaming videos and live web casts are just some of the distribution methods NNKOL uses to deliver its programming across North America. Through online lesson plans, technology skills are integrated into core academic subject areas. NNKOL ensures that all students have the opportunity to reach their highest learning potential to be prepared for the information charged world in which we live. Visit us to find technology training courses such as:

- Utilizing the Internet
- Security and Ethics
- Digital Video
- 3D Animation
- AND MANY MORE!

With hundreds of lessons to support the training for students and teachers and many more hours of supplemental video to drive student interest - classrooms become a place where students are engaged, achieving, and learning through enhanced technology integration.



Internet Sites of Interest

Computer Security Day—November 30

www.computersecurityday.org

USDA Educational Materials

http://www.usda.gov/wps/portal/!ut/p/s.7.0.A/7.0.10B?navid=EDUCATION_MTLS&parentavid=EDUCATION_OUTREACH&navtype=RT

USDA provides educational material to students, parents, and teachers. These valuable learning tools feature up-to-date information and valuable agriculture resources that focus on health, nutrition, and science.

eThemes

Cooperative Problem Solving Tasks

<http://www.emints.org/ethemes/resources/S00001425.shtml>

Problem solving can be fun. Explore the following activities where kids are encouraged to think creatively, share thoughts and opinions, create, discuss and solve problems, and then draw conclusions. Includes science, mathematical, logical, and environmental games and activities.

Fact and Opinion

<http://www.emints.org/ethemes/resources/S00001407.shtml>

These websites describe how to tell the difference between fact and opinion. There are websites that explain the differences and give examples of value words. Also included are many quizzes, worksheets, and lesson plans. One website contains a Jeopardy game based on fact and opinion.

Math: Subtraction

<http://www.emints.org/ethemes/resources/S00001421.shtml>

Learn how to subtract using the rule of regrouping. These sites have online lessons, PowerPoint presentations, and a rhyme that can help kids to understand how regrouping works. Includes printable worksheets and puzzles, online exercises and games. This page also includes a link to another eThemes resource on addition and subtraction.

Math: Problem Solving Strategies

<http://www.emints.org/ethemes/resources/S00001427.shtml>

Learn how to approach, understand, and solve mathematical problems.

Explore these links and find strategies, techniques, and methods for problem solving. The following web sites contain a PowerPoint presentation, word problems, worksheets, and activities designed for seven and eight grade students.

Poetry: Simile and Figurative Language

<http://www.emints.org/ethemes/resources/S00001448.shtml>

These sites contain poems about autumn, winter, and the seasonal holidays. Learn how simile and figurative language can be used in poetry. Includes worksheets and in class activities. Includes links to eThemes Resources on similes, personification, metaphors, alliteration, idioms, and hyperbole.

Sight Words

<http://www.emints.org/ethemes/resources/S00001422.shtml>

These websites have lists and activities that will help students learn sight words. There are many quizzes and games. Also learn why it is so important that students learn sight words.

Solar Car RAYCES

<http://www.emints.org/ethemes/resources/S00001414.shtml>

Learn about solar cars and races. Explore these links to find information about solar car components and their specifications. Meet teams of famous solar cars and learn about competitions and winners. Includes historical overview, photographs, and videos.

Vietnam War

<http://www.emints.org/ethemes/resources/S00001429.shtml>

These websites are about the Vietnam War. There are websites about the soldiers, the war, events in the United States during the war, and what happened after the war. On one website you can listen to the speech President Nixon gave when the United States decided to withdraw from the war. There are links to eThemes on the 60's, the 70's, and Veterans Day.

Weather Instruments

<http://www.emints.org/ethemes/resources/S00001440.shtml>

Explore these links to learn about various meteorological instruments such as anemometer, thermometer, hydrometer, barometer, and weather balloons. Learn what type of atmospheric conditions each instrument measures. Read about the history and inventors of the weather instruments. Follow instructions and build your own wind and rain gauges, barometer, hydrometer, and other meteorological tools. Includes photographs, activities, flash cards, a word search, and online game.

Updated eThemes

Egypt: Ancient Culture

<http://www.emints.org/ethemes/resources/S00000052.shtml>

These sites have information about Ancient Egyptian culture, society, and geography. Topics include the people, art treasures, hieroglyphic messages, mummies, and more. Includes links to eThemes Resources on Egyptian Pyramids and Modern Culture.

Literature: "Frindle" by Andrew Clements

<http://www.emints.org/ethemes/resources/S00000423.shtml>

These sites have activities relating to the book "Frindle." There are biographies and interviews with author Andrew Clements. Other topics include the history of the pen, writing instruments, the dictionary, and the dictionary editorial process. Try the interactive word games, the online dictionary, and language tools.

U.S. Government: Executive Branch

<http://www.emints.org/ethemes/resources/S00000491.shtml>

Learn about the executive branch of the United States Government. Topics include the American president, the presidential cabinet, executive agencies, and presidential history. Includes audio of radio addresses and virtual tours of the White House. Also has information on Camp David and Air Force One. eThemes Resources on the legislative branch, judicial branch, U.S. Constitution, and U.S. Presidents are linked.